

FAMILY CHILD CARE

A Full Partner in the Child Development Program

Picture this: The new Commanding Officer calls and asks to be taken on a tour of the Child Development Program (CDP). Immediately, staff swing into action to prepare for his visit to the center. The CDC is spruced up, handouts are prepared, the NAEYC accreditation certificate is dusted off, and the director can hardly wait to say how well they did on the last inspection for DoD certification. All very important things, to be sure. Sound familiar? BUT WHAT IS WRONG WITH THIS PICTURE???

Think back to the majority of tours you have conducted in the past. Did they include a visit to a Family Child Care home? If you answered, “Yes” to this question, Congratulations! You are one of the few! Yes, as incredible as it seems, many people actually forget to include FCC as part of the tour! They will tell you there are many good reasons for this: “Takes too much of the visitor’s valuable time.” “Providers are too busy to be burdened.” “Everyone prefers to see the CDC.” But the visitor, providers, and families who have chosen FCC may have heard more subtle messages: “FCC is less important than the CDC.” “We only want to show off the real child care program.” “Why would anyone want to visit a home when they could visit the center?”

The plain fact is, the military child development program relies on FCC providers to help meet our child care needs. One third of DoD child care spaces are in FCC. The President specifically mentioned our Family Child Care program as a model to be shared with the civilian sector.

As you may well know, being a Family Child Care provider is far from an easy job. Providers work long hours, usually for less pay than their efforts warrant. They deserve our attention and admiration. Family Child Care providers, civilian as well as military, are working hard to improve the image of their profession. We support them in this effort. Yet, mixed messages are sent when on the one hand we market FCC as a viable child care option while on the other hand demonstrate FCC is not important enough to be included on a basic tour of CDS programs.

So the next time someone calls to arrange a tour to familiarize themselves with CDS, instead of asking, “Would you like to visit FCC?” try saying, “What type of FCC homes would you like to visit?”

But there is a lot more to it than just picking up the phone and telling the provider, “Hi, we’ll be over in 10 minutes.” Whose home should you pick? Where is it located? Is now a good time to visit? Why are you going? Who’s going to conduct the tour? Do you need to arrange for someone to care for the children so the provider can talk? Visits to FCC homes take a bit more planning than you might suspect.

HOW TO PICK PROVIDERS

When you take visitors to FCC homes, do providers think of this as something to dread? As an interference? Or as something to be proud of – that they have been chosen to represent the entire provider community. Provider’s perceptions of your visits are determined by you – how positively you have marketed FCC, how well you have selected the providers who represent the whole program, and how you acknowledge these special providers’ contributions to CDS and our mission.

This is an old story, from the early days of FCC. Hopefully, these homes do not exist anymore, but the story bears repeating:

Service Headquarters staff arrived at the installation and asked to see some typical FCC homes. Being a large program, there were other FCC staff members besides the director. Just a few weeks before, one of the providers had become certified. The director (who had never been to the home) remembered how impressed the others had been after conducting home visits and required inspections. They all agreed this person was going to make one great provider. So when the Headquarters staff asked to visit a new provider, this person instantly sprang to mind. They went to the home. All the floors were freshly waxed. A scent of cleanser remained in the air. Hummel figurines decorated the fingerprint-free glass top living room table. The couch and lamps were covered with plastic. Not a particle of dust could be found. Five children were sitting on a shower curtain on the floor playing with one basket of blocks the provider had gotten from the top shelf in her hall closet. None of them talked as they each held a block. There were no other toys in the room. Another child arrived. The provider said, “Take off your shoes before you come in here so you don’t get my carpet dirty.” - the only verbal interaction the provider had with any of the children during the 10 minute visit. Later, the director asked why everybody thought this person was a terrific provider. The response: “Didn’t you see how clean the house was??? Most of the other homes have toys and things all over the place. This one is clean and organized.” Comment from the FCC Director: “I was mortified, but I also learned a valuable lesson. Not only should I have been to that home before, but I also should have made sure my staff knew what made a good home and could “talk” quality indicators of FCC homes. MORAL OF THE STORY: Know before you go.

Being chosen to be part of the tour should be viewed as an honor, not a punishment. Providers should know they were selected because they are among the best at what they do. They are committed to providing a high quality program that meets the needs of the families on the installation.

**Wanted:
Terrific Providers
To Help Show
How Wonderful Military FCC Can Be!**

The Most Highly Qualified Candidates to Conduct Tours:

- 1. Are experienced in the Family Child Care field, and may have had experience being a provider at different bases or for different services.**
- 2. May have or are actively pursuing FCC home accreditation.**
- 3. Can articulate the program's philosophy and can demonstrate how the philosophy is incorporated in their program. Understand the reasons why they do something, rather than "it's a rule."**
- 4. Take pride in what they do; know why they have chosen this career field. See FCC as a career.**
- 5. Feel being part of the military FCC program is a benefit. Can positively articulate the services provided within the military system e.g., training, access to supplies and equipment, referrals, support system. Understand the necessity for regulation and standards.**
- 6. Are seen by their peers as leaders.**
- 7. Are ready for this next step in their own professional development.**
- 8. May provide specialized or hard to find services, such as care during deployments, hourly care, special needs care, or infant/toddler care.**
- 9. Have successfully integrated their family life and child care business. Their home reflects a welcoming child-oriented environment while balancing their family's needs.**
- 10. Because of their professionalism, and demonstrated competence in caring for children, have a home you would be comfortable putting your own child in.**

11. Understand their own function in the overall plan to provide services for families assigned to the installation.

What incentives have you built in that would encourage a provider to open their home to visitors? We've already mentioned an important one- by being selected, they know you consider them to be one of the best. But how about something more tangible:

Designation as a Model Home – This says to the provider, “You are a shining example of everything we want to see in an FCC home. You lead the way for others.” What better way to show the community you hold this provider in high esteem. Reserve this high achievement for the best of the best. An added benefit to the provider would be for the Resource and Referral to inform prospective parents this is a “model” home.

Annual Training Credit – As mentioned on the list of most qualified candidates, selected providers should be ready to take the next professional development step – in this case, serving as a guide or mentor. It takes a lot of courage to open your home to strangers and speak on behalf of other providers! Most likely, a lot of advanced planning goes into what the provider chooses to share and explain. Learning how to articulate program philosophy is a job skill and training credit should be assessed and awarded. How much depends on the amount of planning and devoted time.

Certificate of Appreciation/Recognition – a little recognition goes a long way. A certificate signed by, or better yet, delivered by the Commanding Officer signifies that we value what the provider does, and sends a message throughout the community that FCC is an important program.

Take time to explain to providers what is involved in conducting a tour. Make sure they understand your expectations. Include providers in every step of the tour planning. Offer to help them “practice” by taking you on a tour of their home. You can point out areas that really stand out and should be highlighted, as well as offer suggestions on how to improve their delivery. Reassure them that this is their opportunity to shine, and we will help them do just that.

Make sure to visit the home the day before the tour to review the purpose of the visit and the planned activities to ensure the provider understands what will happen and all needed materials are available.

WHERE'S THE HOME?

This may seem like a trivial matter, but if your visitor has a tight time schedule, riding all over the base trying to find the home is probably not the best way to make use of your time. To avoid logistical problems such as this, consider the following:

- Your visitor should meet you at a central location other than a provider's home. Your office, for example. This will give you the opportunity to offer an overview of the program and answer general questions before actually touring homes. It will also give you time after the tour for a wrap-up, rather than having the visitor just drive away.

- Select homes that make logical sense. Generally speaking, it is wise to pick homes in the general vicinity of other points on the tour. If traveling from CDC A to School-Age Program B, visit a home geographically located between the two – not 10 miles in the opposite direction. Or, if the only FCC home between the two is the last remaining home in a neighborhood of quarters being remodeled, it may be best to travel a little out of the way.

- Drive the route yourself, prior to the tour. What is the best way to get there? Most of the time, but not always, the quickest way is best. Any detours that weren't there last week? Impossible left hand turn to make? How much time will it take? Travel time must be accounted for if the visitor has a time limit.

- When is the quickest way not necessarily the best? When you have a message to deliver and the car may be the best opportunity to deliver it. This does NOT mean holding your visitor hostage at 55 mph while you beg for more subsidy money. It does mean using your time wisely: *So how could* both your programs benefit from forming a partnership with the FCC state licensing specialist sitting in the front seat? Just how *did* the providers support your influential military passenger during the last deployment?

WHEN IS A GOOD TIME TO VISIT?

Selecting a time to visit an FCC home depends on many factors: The type of home the provider has, what the visitor is interested in observing, the schedule of the provider, and what else is on the tour.

Your intent should be to optimize time spent in the home by seeing the most constructive activity in the shortest period of time. Therefore, in a multi-age home, the best times of day to visit are after school-age children have departed in the morning and after they return in the afternoon. This

implies there are still plenty of children to see busily engaged in their daily indoor routine activities. These times would not be good if there were only one hourly toddler left who was going to leave momentarily.

In an infant/toddler home, children are more apt to create their own unique schedules of activity. Consult with the provider to discover the time that best captures the highlights of her program.

In a school-age home, visits after school is preferable to any other choice. Before school is often hectic – children are trying to eat breakfast and gather their belongings before the bus leaves. Days when school is closed might cause a change in the routine that children are not used to. They may act differently than on “normal” days. NOTE: This would NOT apply to school-age homes during extended vacation periods, such as Summer, when full-day becomes the children’s routine.

Ask the visitor if there is something specific they wish to observe:

If the visit is simply to get a “snapshot” of the program, a short visit should be scheduled to allow the provider to demonstrate the best part of her day.

If the visitor wants to observe a specific type of activity, such as family style dining at lunch, this obviously limits the time of day. The trick is to locate a provider whose best part of the day happens to be family style dining!

If the intent is to capture “a day in the life of a provider,” chances are that more hectic parts of the program will be observed. It is wise to select the very best of providers for these long extended visits.

When selecting a time for a visit, it is important that the home be running on as normal a schedule as possible. The day the provider has a substitute in while she goes to the dentist is not it. The day three new children start is not it. The first day of school is not it. Your visitor should be observing a typical day consisting of typical activities. Therefore, you will need to have several providers available to conduct tours.

Finally, what else is scheduled on the tour is a factor in determining when to visit FCC homes. Other programs’ best times of day may also be the best times of day for FCC. For example, school-age programs may only open a few hours after school – also an optimum time to visit FCC. However, since school-age program times are more limited, in all likelihood, school-age will be visited during this time.

Now is Not a Good Time!
When Not to Take a Visitor to an FCC Home*

1. Not During Major Transition Times:

Arrival time to breakfast time – children unsettled, perhaps tired, hungry and grumpy.

Getting school-age children ready to leave for the bus – gathering homework, brushing hair, putting on jackets; walking all children to the bus stop.

Coming in from outdoors – bathroom time, taking off jackets, settling down.

Right after lunch – children getting ready to rest - may not be ready to.

At end of day - parents and provider need time to talk.

2. Not During Rest Time:

Children have a difficult time resting when “new” people are in the home. Lights are turned off, and although not completely dark, dim light makes it difficult to read bulletin boards and converse with the provider. And it’s kind of boring to observe sleeping children.

3. Not During Outdoor/Field Trip Time:

Observing the indoor environment is just as important as talking to the provider. If the provider and children are not present in the home, it is difficult to accomplish both tasks.

** These are suggested times for “generic” tours. It may be appropriate to visit during these times if visitor wishes to observe some specific activity, such as meeting and greeting children, or if visitor is solely observing in an FCC home for most of the day.*

WHY ARE WE GOING? WHAT'S IMPORTANT ABOUT AN FCC HOME?

While it is important to tailor the tour of Family Child Care homes to meet the objectives and expectations of the visitor, it is equally important to get the military's message across.

Although FCC has been in existence for a very long time in this nation, it has basically been an informal network of individual providers running their own programs with little assistance or support. Only recently has the public re-looked this often under-valued form of child care with the intent to better validate, recognize and standardize FCC in an organized and systematic way.

The military has arguably the most developed, comprehensive, and well-managed Family Child Care system in the country. This is why the President chose to highlight our program as a model. The potential exists for us to greatly influence the nation's family child care policies – making a greater impact perhaps, than in any of our other programs.

However, in order for us to best share our “lessons learned” with each other and the private sector, we must be clear in the messages we deliver.

“CORE” MESSAGES ABOUT FAMILY CHILD CARE

To be shared with all visitors

Military Family Child Care...

- 1. Give parents another viable child care option to allow them to work.**
- 2. Is the option of choice for many parents.**
- 3. Supports the mission by providing care for unique circumstances such as care for children with special needs and deployment and evening/ weekend care.**
- 4. Encourages mixed age groupings so siblings can be cared for together in the same environment and younger children can learn from older ones.**
- 5. Gives small group environment for children who are not ready for a large group experience.**
- 6. Allows children to be cared for within their own neighborhood.**
- 7. Provides small business opportunity for family members. Helps increase economic self-sufficiency of family unit.**
- 8. Demonstrates military's commitment to ensuring safe, healthy child care programs run by professional, nurturing adults through screening, standards, training, certification and monitoring of providers.**
- 9. Is easily right-sized to accommodate needs of installation.**

Do you have unique installation program messages that also should be shared?

You or members of your staff are most likely the best qualified to discuss how the FCC program is organized and implemented on your installation. Who you select to speak on behalf of your program is just as important (if not more so) than selecting the homes.

Although learning how to give a tour is a professional growth step, someone who does not already have these skills should not “practice” on an extremely important visitor who could possibly influence the future of your program.

Whoever is selected from your management staff should be able to articulate your program’s philosophy, goals, and how higher headquarters policies are translated into standard practice at the installation level. The providers you choose should reinforce what you say and be able to demonstrate how they have incorporated policies into their FCC homes. For example:

You might explain it is DOD and service policy that parents using FCC homes are encouraged to be active participants in their child’s program. Parents are offered opportunities to volunteer in and support activities conducted by the provider.

You would then describe how installation policy states parents should have access to information about concrete ways in which they can participate – whether it be aiding on a field trip, or attending a pot-luck lunch, or saving magazines with big pictures to cut out.

Upon visiting the FCC home, the provider would articulate her FCC home policy on parent involvement by indicating the area of her parent bulletin board where suggestions for parent participation are highlighted. She might also relate previous examples of how parents were involved in their child’s program.

The information you or your staff share will depend somewhat on the interest and knowledge levels of the visitor. When possible, try to talk to the visitor prior to the tour date to determine the best focus of the visit. Prepare information brochures about FCC to give to visitors.

Although each visit is unique, some audiences will be interested in specific topics more than others:

Commanding Officers may be most interested in how FCC supports the mission. Is FCC helping to meet the child care need? Can FCC be counted on for watchstanders? Is the program cost effective and efficiently run? Is there a problem with unauthorized care?

A Representative from a Spouse's Group may be more interested in the variety of care, and gathering information about a possible career opportunity. Are hours flexible to meet the unique needs of families such as evenings and weekends? Is there sufficient space to provide care for volunteers or when spouses have short-term commitments? Who is required to be a provider on the installation and when can children just be left with friends? How does someone pursue being a provider? What happens when a provider moves to a new base?

A state licensing representative may be more interested in the “nuts and bolts” of the program. How are providers chosen? What are the standards? What benefits are offered to providers? Explain the support system. How are homes monitored and certified? Can some of your providers assist in on-the-job training in support of the President's Welfare to Work initiative?

An Early Childhood Professional may be most interested in the daily program conducted by the provider. How does the provider learn about programming for children? What does the training program consist of? Is there a way for civilian FCC providers to observe in FCC homes? Is there a mentoring program for new providers? What's a Lending Library and what is in it?

You will need good, solid answers for a variety of questions. It is helpful to meet with your staff to brainstorm your own questions and answers that reflect your unique installation circumstances.

WHAT HAPPENS WHEN THERE REALLY ISN'T TIME FOR A HOME VISIT?

In the best of all possible worlds, when there is a tour of the center, there should be a tour of an FCC home. But reality says that as much as we may want this to occur, sometimes there just isn't time.

So does this mean skip the program? Absolutely NOT! There are other ways to share the FCC good news without having to visit:

At a minimum, the “A Career Choice for the 21st Century!” pamphlet should be given to all visitors. It briefly outlines the FCC program. You may want to add a flyer with information to reflect your own FCC program.

Some FCC programs have created their own FCC slide show or short video. Often, these are shown to parents to acquaint them with the program. While these are stored primarily in the FCC or R&R offices, they can be transported to an empty room in the CDC. Visitors can receive a short briefing on FCC while touring the center.

Develop a scrapbook with a page each provider has created to highlight her program. Each page of the book is as unique as each provider and reflects the provider’s personality and program. Pages most often contain pictures of children engaged in activities with a description of what a typical day is like in the home.

Have a provider or a small group of providers go to the visitor. Perhaps a small focus group or informational briefing. Be sure to arrange child care for the providers if you choose this option.

HIGHLIGHTS IN A FAMILY CHILD CARE HOME

So you've picked the home and you know how to get there. You know what the "core messages" are. Now it is time to decide what important aspects of the home you or the provider will point out to the visitor. Remember, the provider's schedule is very tight. Make sure you are **ON TIME**. If you are scheduled to come between 0900 and 0930, and the children are going on a field trip at 0930, it is not fair to make the provider cancel her plans while waiting for you to show up at 1000.

As you walk up to the door:

Note the window emblem that identifies this as a Family Child Care Home. Not only is this important to families who use the home, but also serves to indicate to fire and police that there are possibly many small children present. If properly marketed, the sign also tells neighborhood children that if they need help, someone with an FCC sign on their house can assist them.

Upon entering the home:

Note the sign-in/out log tracking when children are present. Explain this is a child abuse prevention measure so there is a written record of when each child was in attendance. This is also a requirement for USDA Child and Adult Care Food program (CACFP) reimbursement - to document that children were present during meal times.

What might be posted on a parent bulletin board?

a. USDA menu. Tells parents in advance what is going to be served. Unless there is some special occasion, only nutritious meals and snacks are served on a routine basis. Call in the day before to make sure what is posted on the menu is actually being served that day! And make sure that whatever is served meets the USDA and service standards and more than just barely creditable! Military providers have the opportunity to enroll in and receive reimbursements from the USDA CACFP.

b. Record of Documented Fire Drills: Shows that providers are aware of the importance of fire drills and children have practiced evacuating the home.

c. Substitute Provider/Emergency Care Information: Tells parents information on approved back-up providers who will care for the children in case the provider is absent for a short period of time. Outlines procedures for emergencies such as provider illness or natural disasters.

d. DOD Child Abuse/Safety Violation Hotline Poster: Prominently posted where parents and other adults can see it, this poster gives contact information for reporting allegations to proper authorities. Shows the provider knows the proper procedures for reporting suspected cases of abuse, neglect or safety violations.

e. Current Activity Schedule: Shows that providers have preplanned activities based on individual needs of children. Schedule takes advantage of home environment and equipment. Provider should be following the day's activities.

f. Information for parents/list of opportunities for parents to volunteer: Could contain parent newsletter, minutes from the parent advisory committee meeting, timely articles on issues relating to the development of young children, or, for example, signs looking for volunteers for a field trip.

g. Training Certificates and Plaques: Show the provider has demonstrated she is competent in providing care.

h. Child Development Associate Credential: Is evidence that the provider has been assessed and found competent by the only national credentialing agency for early childhood in the United States. An organization outside of the military has validated that this provider is accomplished.

i. FCC Home Accreditation: Indicates an accrediting body has determined this provider's home meets standards of high quality as agreed upon by experts in the field. Awarded to generally only the best providers

j. Touch Policy: Outlines constructive discipline techniques that provider will use. Prohibits the use of corporal punishment. Is an example of child abuse prevention measures.

Why is all this material necessary?

An organized provider has more time to spend with children.

It is a sign of professionalism.

Gives parents insight into what happens in the home - makes them feel welcome.

It is a daily visual reminder to providers to keep alert to situations that could impact on a child's safety and well being.

What else is near the entryway? Space for children to place their own belongings (a piece of the home belongs to them) and space for parents and children to say good-bye and hello (smooth transitions from parent to provider and vice versa).

Moving into the home:

Environment/Program:

a. Explain how has the provider successfully combined her child care business and her family space - Perhaps a dining room table by night becomes a fort by day? Perhaps the living room couch with its soft cushions becomes the quiet/reading area? The kitchen floor area is perfect for water play or messy art activities?

b. Point out providers are not required to turn their homes into “mini day care centers” but are expected to create child oriented environments in their quarters: Is there children’s art work posted at child’s eye level along with the Monet prints? A step stool at the bathroom sink? Do children have access to different areas of the home without being scrunched into a back bedroom? Are appropriate materials stored on low labeled shelves for easy access by children?

c. Explain how the activities support each child’s growth and development. What are the children doing? All age groups busily working at different projects designed for their age? What kinds of equipment and materials are available to children?

Health/Nutrition/Safety

a. Observe handwashing; diaper changing areas, and food preparation areas and the importance of following universal health precautions.

b. Notice how provider administers medications and screens children for illness.

c. Describe method provider uses to inform parents of accidents and illness.

d. Point out ways in which the provider protects children’s safety: Electrical outlets covered? Sharp objects out of the reach of children? School-age children’s projects with small pieces safe from toddler’s hands? Cleaning supplies safely stored? Telephone? First Aid supplies? Fire Extinguisher?

What about outside areas: Safe, open space for children to run? What about community playgrounds near by? Gardening tools, lawnmowers, grills secured from small hands?

Why are all these things important? Because children spent most of their waking hours in this environment. They need to feel they belong here and are a part of the home. Even in a home environment, there needs to be adequate space and challenging activities for children to positively grow and develop.

WHAT NOT to do that day:

DO NOT have the provider give children brand new equipment they have never seen before. Chances are, at least one of them will say, “WOW, look at all these new toys.”

DO NOT have children Family Style Dining for the very first time, (even though they were supposed to be doing it all along). It doesn't help for six children to be staring at small containers of milk not knowing what to do.

DO NOT expect the provider to do extra ultra-special activities the children are not familiar with. The normal routine is fine, provided the normal routine is appropriate. Children choosing their own activities is best. Something that would leave a visual impression is recommended (like water play or finger painting versus crayons or television).

Who will be doing most of the talking during the visit to the FCC home? You? The Provider? It may be best for you to discuss what the actual policies are while the provider discusses how these relate to her:

Navy Message	The Provider's Response
1. FCC providers run their own business in on or off base housing. Navy monitors, trains and certifies them. All training and a lending library is free to all certified providers.	The FCC staff is always helpful! They gave me a sample parent contract, provide a referral system and are always available to answer questions. The ongoing training helps me to understand and cope with the children's behaviors and the lending library helps me plan age appropriate activities and reduces my out of pocket expenses.
2. Providers can enroll in the USDA food program and get reimbursed for meals served.	I get reimbursed for the meals and snacks I serve which adds to my income. And, with the nutrition training I received, I serve better meals and snacks to my own family.
3. Navy needs more infant spaces. Subsidizing FCC homes is much more economical than converting one of the center pre-school rooms into an infant room or building new centers.	Economically, I couldn't afford to care for infants because I couldn't lower my ratio, and parents could not afford to pay me what I would have to charge. The subsidy program helps make infant care affordable for parents and me.
4. Providers support the mission by caring for children whose parents work extended hours.	Charlie's mom is a watchstander so he spends the night twice a week. It's like he's a part of our family! I had his Mom read stories into a cassette player so she can "read" a story to him before bed.
5. Providers also provide hourly care.	I didn't want to provide care every day all day, and parents needed hourly care spaces on Mondays, Wednesdays and Fridays from 10 - 2. It works out perfectly and I'm always full!
6. FCC is a transferable career.	I've been a provider for 10 years. I've lived on Navy and Marine Corps bases. My status as a Family Child Care provider always went with me and I know the FCC staff will help me get started as soon as possible. That's one reason I stay with FCC - I can count on it and it's allowed me to take care of my own children.

Is there something unique about your FCC program you would like to highlight? List your installation specific topics here:

[illegible]

Am I Ready?

The following checklist can be used to ensure a successful tour:

NAME OF VISITOR:	DATE OF VISIT:
VISITOR'S ORGANIZATION:	PURPOSE OF VISIT:
ADDRESS:	TELEPHONE NUMBER:
TIME/LENGTH OF VISIT:	WHO IS CONDUCTING TOUR:
VISITOR WANTS TO SEE:	
PROPOSED ITINERARY:	

CHECKLIST ITEM	YES	NO	N/A
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SOON AFTER TOUR HAS BEEN REQUESTED:

1. Chain of Command has been informed of visitor's tour request.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Time and date have been confirmed, visitor has directions to site, arrangements have been made to allow access to the installation, visitor knows where to park.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Information packet has been prepared and forwarded or is ready for visitor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tour has been coordinated with CDP and School-Age staff who may be responsible for specific areas of the tour (i.e., The Training and Curriculum Specialist may be assigned to care for provider's children in the home while Director and provider explain FCC to the visitor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Tour is noted on program calendar. Staff members involved in conducting tour have no other conflicting duties scheduled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHECKLIST ITEM	YES	NO	N/A
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6. CDC staff has been notified of visitor's tour. CDC Activity Rooms have been selected.

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CDC Site: _____
 CDC Activity Rooms: _____
 CDC POC: _____
 Phone: _____

CDC Site: _____
 CDC Activity Rooms: _____
 CDC POC: _____
 Phone: _____

CDC Site: _____
 CDC Activity Rooms: _____
 CDC POC: _____
 Phone: _____

7. School-Age staff has been notified of visitor's tour.

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School-Age Site: _____
 POC: _____
 Phone: _____

School-Age Site: _____
 POC: _____
 Phone: _____

School-Age Site: _____
 POC: _____
 Phone: _____

8. Family Child Care Provider(s)' home has been selected to tour.

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Provider Name: _____
 Provider Address: _____
 Provider Phone: _____

Provider Name: _____
 Provider Address: _____
 Provider Phone: _____

Provider Name: _____
 Provider Address: _____
 Provider Phone: _____

CHECKLIST ITEM	YES	NO	N/A
9. <i>Resource and Referral has been notified.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R&R POC: _____			
R&R PHONE: _____			
10. Scheduled tour time coincides with children's activities and availability of children (e.g., rest time is not a good time to tour preschool; all school-agers on a field trip is not a good time to visit school-age program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Objectives to be covered in tour prepared. Answers to probable questions are formulated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DAY BEFORE TOUR:			
12. Staff and providers reminded of visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Bulletin boards reflect current information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Objectives to be covered in tour are reviewed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Walking tour of facility/home is conducted using proposed itinerary:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Route makes best use of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Selected rooms/homes reflect objectives to be covered.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environments are clean/organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programs/homes are well managed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The tour ends in a quiet location where there are space and time to discuss and share additional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Phone call to visitor reconfirms tour arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. A contingency plan is developed in the event the visitor arrives late or leaves early.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHECKLIST ITEM	YES	NO	N/A
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MORNING OF TOUR:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 19. Facility reception staff has been notified of visitor arrival time and ensures visitor sign-in log and name tag are available. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. A check of the selected programs/homes indicates staff/providers are following the normal routine according to the posted schedule. Or posted schedule has been modified in writing to reflect what is happening in the program/home. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Child sign-in log and meal-count sheets are up to date. Child menus are posted and reflect what is actually being served. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Information packet is prepared and waiting in reception area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Secure space is available for visitor to leave personal belongings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Tour leader(s) is in the reception area awaiting the arrival of the visitor. Visitor does not have to wait unattended. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Tour leader(s) and reception staff are able to greet the visitor by name. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |